



## **Frays Academy Trust Teaching and Learning Policy**

**Date Ratified: June 2021  
Review Date: June 2022**

## **Approval**

<b>Signed by Chair</b>	
<b>Date of Approval/Adoption</b>	<b>June 2021</b>
<b>Date of Review</b>	June 2021

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## **1 Aims and Values**

At the Frays Academy Trust, we believe that all children are entitled to an outstanding education. We aim to create a caring, secure and stimulating environment in which all children are enabled to develop intellectually, spiritually, socially, morally and physically to gain an understanding of the diverse cultural society in which they live. We believe that every child should have the opportunity to fulfil their potential in all aspects of life.

We have a clear model for effective teaching and learning which incorporates the elements below:

- A step-by-step progressive approach to the development of skills within each lesson, which will be planned over a sequence of lessons
- Teaching pupils to become independent learners
- Success criteria based on the skills being developed in the lesson
- Passion and enthusiasm by teachers, other adults and pupils in the lesson
- A positive classroom ethos
- A clear purpose to a lesson or sequence of lessons
- Creative use of resources to enable pupils to make quick progress
- High expectations in every lesson that challenge and engage pupils
- Knowledge of every pupil in the class, their learning needs and how teaching and activities need to be adapted for them
- Feedback that helps pupils to be reflective and improve their work
- Strategic use of adults within the class throughout the lesson to support groups of learners to make quicker than expected progress
- A lesson that is well-balanced between pupil and teacher ‘talk’ and encourages children to be active learners
- Good subject knowledge by the teacher

The clear model for effective teaching and learning is based on seven key pedagogical principles, which are:

- Challenge
- Modelling
- Explanation
- Practice
- Questioning
- Feedback
- Metacognition and self-regulation

## **2 Our whole school approach: consistency and high expectations**

We believe that children learn best when there is consistency and continuity in our approach. We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high quality.

We expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life.

## **3 The purpose of our teaching and learning: pupil progress**

We teach for progress. This means that we work to ensure that all pupils are improving skills and knowledge whilst deepening their understanding across all lessons and activities.

We recognise the need for consolidation and practise, but we are vigilant in our avoidance of tasks that involve unnecessary repetition or low levels of challenge.

#### **4 Seven core pedagogical principles of our provision**

##### **1. Challenge**

We believe that children of all abilities should be challenged in all parts of the lesson, to enable them to make progress. Teachers plan for this, ensuring that work is well-matched to pupils' abilities and is neither too difficult nor too easy.

##### **2. Modelling**

We recognise that modelling a task or skill supports children by providing scaffolding for their independent work. Modelling enables children to make connections and share ideas, as well as demonstrating what is expected of them. By contrast, teachers recognise when modelling is not appropriate, giving children opportunities for independent work.

##### **3. Explanation**

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching, to enable a knowledge-rich curriculum. Good subject knowledge provides a basis for clear explanation from the teacher, and this should be a step-by-step approach which enables children to understand concepts and ideas.

##### **4. Practice**

Children should have regular opportunities to practise the basic skills of reading, writing and maths. Through every part of each lesson, teacher-talk should be kept to a minimum to enable children to develop their skills through effective practice, and these tasks should be purposeful and challenging. Children will also have the opportunity across the curriculum to develop and refine their ability to edit, correct and craft their skills.

##### **5. Questioning**

Questioning enables teachers to assess what children already know, identify gaps in knowledge and misconceptions, and challenge children further in their learning to enable progress. Open questions should be used to elicit children's ideas and to encourage depth of understanding. Questioning should be progressive, and higher-order questioning must enable children to deepen their understanding before moving on to new skills.

##### **6. Feedback**

We have agreements about our approach to feedback for children: how this is delivered - written or verbal - and its effectiveness. We allow opportunities for pupils to respond to feedback in books, so that it improves their learning.

Ongoing verbal feedback is given to individuals and to groups of pupils throughout lessons. Our feedback is more often positive than negative. It is sharply focused on the learning and aptitudes that we look to improve.

The purpose of all our feedback, in marking, in target-setting and orally, is to give pupils precise and motivating information about how well they are doing and what they should do next to improve. There must be planned opportunities throughout the lesson to assess and address misconceptions.

##### **7. Metacognition and Self-regulation**

We aim for metacognition and self-regulation approaches to enable pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. We encourage all pupils to develop independence with their learning and help them to identify specific strategies to help develop their learning and understanding.

## **5 Outcomes: basic skills, classroom climate, pupil attitudes**

### **5.1 Basic skills**

We recognise the centrality to learning of the core basic skills. We have organised our teaching programmes for reading, writing, communication and maths so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.

We design our whole curriculum to afford every opportunity for pupils to apply and so consolidate these core basic skills. Our expectations of their cross-curricular work are as high as those we hold in subject-specific lessons.

We use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills.

### **5.2 Classroom climate**

Through careful and imaginative planning; our high-quality teaching; good relationships and our high levels of teacher responsibility, we generate high levels of enthusiasm from our pupils. We expect pupils to be active participants in their learning and we structure routines and rewards to support them. We want our pupils to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

### **5.3 Pupil attitudes**

We are developing the aptitudes of resilience, confidence and independence. We ensure that the tasks we choose give regular opportunities for pupils to develop these attitudes. We explain their importance to learning. We notice and comment positively when pupils demonstrate these and we model them in our own actions. We work with individual pupils to build these attitudes where they are lacking.

### **5.4 Quality of Teaching**

Successful learning depends on high quality teaching. Every opportunity is used as a learning opportunity. Curriculum planning includes innovation and drives pupils to make more than expected progress. Outstanding teaching encompasses the following characteristics:

### **5.5 Teaching style**

- Teachers make good use of time in the lesson, which makes lessons exciting, dynamic and interesting. The pace of the lesson matches the needs of the learners and is used very well to support pupils.
- Teaching methods are very well matched to the content and to the learners - some may be original or innovative; for example, content closely linked to students' experiences or to interesting practical situations. Challenging tasks are based on accurate assessments of pupil's prior skills, knowledge and understanding.
- The teacher is not afraid to take risks, challenge and question the children and take them out of their comfort zone.
- The teacher develops students' basic and other cross-curricular skills, for example, Literacy, Numeracy, independent learning and PSHE.

- Teaching demonstrates high expectations for all pupils.
- Teaching is strong across the core and foundation subjects

#### **5.6 Preparation and classroom management**

- Planning demonstrates clear progression and differentiation.
- Students have easy access to, and make use of, additional resources, which they use independently to support or enhance their learning.
- Planning takes account of groups of pupils who need to make accelerated progress in order to close the attainment gap.
- A range of excellent, stimulating resources are provided and used effectively. These cater for all types of learners (e.g. visual, auditory and kinaesthetic).
- The classroom is an engaging and interesting place; it includes good displays of students' work (representing all abilities), reflects the creative curriculum, and includes vocabulary and displays which support pupils in being independent learners. Teachers avoid 'overloading' pupils with excessive laminates or bright colours.

#### **5.7 Pupil response and progress**

- All students are challenged and make progress in lessons, including children with special educational needs and more able children. Activities enable children to deepen understanding and embed skills.
- Delivery of lessons draws on excellent subject knowledge, either by the teacher, year group partner or phase leader
- Teaching generates high levels of enthusiasm and commitment to learning; enjoyment pervades the classroom.
- All the students are involved in the lesson and all contribute in some form.
- All students know how to improve as a result of regular and constructive feedback; where appropriate this is linked to national criteria or examination requirements.
- Pupils demonstrate high levels of resilience

#### **5.8 Support Staff**

- Support staff are well informed, understand the planning and are clear about their role in the lesson
- Support staff provide targeted assistance to particular children throughout the lesson and are clearly guided by the teacher.
- Support staff are actively and effectively involved, engaging with pupils throughout the whole lesson. They have a clear impact on the pupils that they work with.
- Support staff provide the right level of support, always promoting independence.
- Support staff and teachers should work with children across the ability range.

#### **5.9 Assessment**

- The teacher checks progress throughout the lesson. Where there are misconceptions, the teacher intervenes and, as a result, makes a significant impact on the quality of learning.
- Feedback is constructive and helps pupils to achieve high expectations
- Feedback on pupils work on features a two-way dialogue between teachers and pupils and leads to high levels of engagement and interest
- Students evaluate their own and others' progress accurately and constructively.
- The use of success criteria is firmly embedded into the routine of the lesson.
- Both the teacher and children are aware of their targets and what the 'next steps' are in their learning.

## **5.10 Targets**

- Pupils have regular access to their targets. They understand their targets and how to achieve them.
- Pupils' targets are challenging and enable pupils to make exceptional progress.
- Targets are child-friendly. There is evidence of regular assessment towards pupils' targets.

## **6 Curriculum**

We aim to provide a broad and balanced curriculum. For all subjects we have, comprehensive schemes of work which are constantly reviewed and updated.

The core subjects are:

**English**  
**Maths**  
**Science**  
**RE (for church schools)**

**English** is taught mainly through Literacy lessons and regular extended writing sessions. This work is supported and extended by Guided Reading/Phonics sessions outside Literacy lessons in both Key Stage One and Key Stage Two.

**Maths** is taught daily throughout both Key Stages covering all areas of number, shape space and measure, and problem solving.

**Science** work has an emphasis on investigations right from Reception through to Year 6. Children are taught in their own class group.

**ICT** should be reflected in all subject areas as well as being a subject in its own right. It takes place either in the computer suite or in classes with other devices.

**RE** is a very important part of the curriculum in our Church schools and some focus should be on Christianity and Christian values. RE is taught weekly in non-church schools. It is an important subject in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. Children in church schools who attend Church schools regularly attend church services. Non-religious schools are also taught RE weekly covering a range of different faiths and beliefs.

**Music, PSHCE, and PE** lessons follow the National Curriculum weekly in both Key Stages, and **MFL** throughout Key Stage Two.

The foundation subjects are:

**History      Geography**  
**DT              Design and Technology**  
**Art**

The foundation subjects may be blocked throughout the term to allow better use of the timetable and to allow children to embed skills and deepen their understanding.

## **7 Behaviour for Learning**

We always have high expectations of children's behaviour and staff use various positive strategies to reinforce and reward this. We believe that good behaviour is essential to effective learning, enjoyment and personal well-being. Children are expected to be respectful at all times to both adults and children and to put every effort into their learning in the classroom. Where problems arise, a support system is in place. Our Behaviour Policy provides full details of the expectations for all pupils whilst in school.

## **8 Special Educational Needs and Disability (SEND)**

SEND children will need support with many of the tasks that are undertaken in the classroom. Adaptation of work is vital to enable these children to access the curriculum fully. Some children with Education, Health and Care Plans (EHCP) also receive additional support and interventions to enable them to make progress towards their individual targets. These hours should be used profitably to aid the maximum development of that child, keeping in mind the targets on their individual targets. The Inclusion Manager and SENDCo advises staff on children's needs and writes provision plans in conjunction with class teachers.

## **9 Most Able Pupils**

All staff are expected to plan for the able children in their class. Having additional challenge readily available is vital to enable these children to be extended within the curriculum.

## **10 English as an Additional Language (EAL)**

Some of our children have English as an Additional Language (EAL). We identify targets for these children to help their mastery of English. The Inclusion Manager/SENDCo will identify the pupils who need extra support and learning support assistants will work on their specific targets with them on a one-to-one basis or as part of a small group during the school day.

## **11 Staff Training and Development**

For staff to implement this policy effectively they need to be knowledgeable about the subjects they teach and current policy. They also need to regularly update their skills. All staff need to be given the time and opportunity to attend relevant courses and feedback to others. Staff are required to attend all school based teacher training (subject to teaching commitment as contracted) which aims to support current staff and school needs.

The Headteacher is the Staff Development Co-ordinator and will disseminate information regarding teacher training. The Head of School also plans carefully related teacher training with the SLT.

## **12 Monitoring of Teaching and Learning**

Teaching and Learning is monitored each term. The Senior Leadership Team and Curriculum Leaders visit classes and carry out lesson observations. Lesson observations will include opportunities to scrutinise lesson planning, pupils' work, the learning environment as well as talking to pupils about their learning. The Frays Academy Trust Teaching and Learning Evaluation proforma will be used to evaluate lessons. Staff receive feedback, both orally and written and all judgements form part of the overall teaching profile which is compiled at the end of the academic year. Regular 'Learning Walks' also take place by members of the SLT. Please see the Monitoring and Evaluation Schedule for further information.

## **13 Review**

This policy will be reviewed regularly by the Heads Executive Board.